

3-Minute Classroom Walkthrough

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Principal's Time...

Where

■ Office area

■ Hallways/Grounds

■ Off campus

■ In classrooms

Time Spent

■ 65 %

■ 17%

■ 11%

■ **7%**

Howell (1981), Morris (1981), Kmetz & Willower (1982), Stronge (1988)

Current Classroom Walk-Through Time

Time in Minutes						
Time of Day	Mon	Tues	Wed	Thurs	Fri	Total
Before School						
Morning						
Lunch						
Afternoon						
After School						
Total						

Classroom Walk-Through

is a focused classroom visit for a brief period of time followed by reflection

is  **NOT** intended
for
evaluation purposes

Five Key Ideas

1. Short, Focused, Informal Observation
2. Reflective Thought
3. Curriculum and Instructional Focus
4. Occasional Follow-up
5. Informal and Collaborative

Why Should Walk-Throughs Be a High Priority in Your Work?

- Build relationships
- Student learning
- Head's up on problems
- Understand/check culture
- Continuity from grade to grade
- Let's you see change
- Builds a reflective process into your school
- Models for reflection students
- It's safe
- More often it occurs, the more comfortable
- Becomes a habit
- It's fun
- Principal as curriculum director vs. disciplinarian
- Builds culture of school (teachers, students, etc.)
- Break down walls—only time see principal puts 'on guard'
- Creates comfort for students
- Students behave the same whether you're there or not

5 Step Process



Student Orientation to Work



Curriculum Decision Points



Instructional Decision Points



Walk the Walls—Curricular &
Instructional Decisions



Safety and Health Issues

Sample Videos

- What are your observations using the Five-Step Observation Structure?

Book Reading Groups

- Divide the reading
- Discuss as a 'chapter' group
- Chart important points
 - (include "a-ha"s)
- Choose someone to report to the whole group

Creating a Culture of Change

- Chapters 6 & 10

- Chapter 6:

- Identify the forces that restrain a principal from focusing as much as desired on the implementation of the 3-Minute CWT approach. What actions can overcome process and practices that get in the way of effective CWT and collaborative interactions?
 - Likewise, name the forces that support that focus.

- Chapter 10:

- Explain the Life Cycle of a Teacher.
 - Describe how the 3-Minute CWT approach fits with a differentiated model of teacher growth.

Chapter 6

- Process of change
- Change is challenging
- Change is slow and steady
- I.D. change blockers & try to get ride of them
- Reflective → Directive
(marginal teacher)
- Know why you are there
- Lots of models & walk-throughs (find out what works for you)

Chapter 10

- Life Cycle
 - Novice
 - Apprentice
 - Professional
 - Expert
 - Distinguished
 - Emeritus
- Reflection,
Reflection, Reflection

Contextual Shifts in Relationships

- Chapter 9

- How is the supervisory role of the administrator changed using the 3-Minute CWT process? What are the subsequent relationship changes resulting from this paradigm shift?
- What are some of the issues identified by the authors of this model? What are some recommended troubleshooting techniques?

Chapter 9

Admin Supervision

- Disciplinary checklists/hierarchical moves to Discursive/collaborative reflective conversation/colleagues
- Issues
 - Model is technical approach
 - Unaware we are keeping the normative gaze
 - Change is a process, not an outcome
- Solutions
 - Empower teachers – shared leadership
 - Changes in school climate & culture
 - Teachers not punished for expressing viewpoints

Looking at Teachers as Adult Learners

- Chapter 7
 - Give a ***brief*** description of the evolving history and approach to teacher supervision.
 - How does an administrator's understanding of adult learners assist in implementation of the 3-Minute CWT approach?

Chapter 7

Promoting Collaborative, Reflective Culture

- History
 - Inspection model ➡ collaborative / reflective model (since 1975)
 - Developmental supervision / mentoring
 - Teacher centered
 - Differential supervision
 - Formative
 - Extends over time
 - Requires trust
 - Reciprocal
 - Principal as mentor
- **Most are trained to do this

Teacher as Adult Learner (relatively new idea)

- Levels of Cognitive Development
 - 1. Concrete, rule based
 - 2. Abstract
 - 3. Conceptual

Higher level of cognitive dev.=more skilled, more flexible

*Left alone, teachers have a hard time promoting own growth
- Promoting Development
 - Use teachers' curiosity to engage them in reflecting about their past and future practices

Moving Teachers to Reflective Conversations

- Chapter 3 (*1st group—pages 43-60*)
 - What are the similarities and differences between the direct and indirect methods of feedback associated with the 3-Minute CWT approach?
- Chapter 3 (*2nd group—pages 60-81*)
 - Why is reflective questioning so difficult?
 - Describe the 5 Elements of the Reflective Question.
 - How do reflective conversations provide the context for the reflective question? What are the cautions?

Chapter 3 (43-60)

Direct vs. Indirect Feedback from 3 Min CWT

- Similarities

Invited conversation after observation

- Respect for teacher's time (exit quickly)
- Invites reflection
- Make statements rather than asking questions

- Differences

- Direct

- "Teaching objective longer
 - Incorporate research
 - More formalized
 - Set up a time

- Indirect

- Shorter reflective segments that are ongoing in nature
 - Safe to say "no"

Chapter 3 (60-81)

The Reflective Question

- 5 steps:
 - 1. Situation
 - 2. Teacher Reflection
 - 3. Choice
 - 4. Decision
 - 5. Student Impact
- Coach is not the decision maker – the teacher is
- Reflective ? Is not about the lesson – reflection is on practice
- Stay neutral – not + or –
- Move the teacher to analytical thought
- Speak in present tense
- (See page 80)

Sample Videos

- What are your observations using the Five-Step Observation Structure?
 1. Student Orientation to the Work
 2. Curricular Decision Points
 3. Instructional Decision Points
 4. “Walk the Walls”: Curricular and Instructional Decisions
 5. Safety and Health Issues

Example of Information to Record During Classroom Visit

Name here

Assignments here

Date/time

Curriculum here

Instruction here

Content

2-3 Decisions

Context

Cognition type

Key

Circle topic if you plan to hold a conversation

Box topic if you leave a note

Check topic if you plan to watch

Proposed Classroom Walk-Through Time

Time in Minutes						
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Lunch						
Afternoon						
After School						
Total						

When conducting a walk-through...

- The principal is acting as a coach, gathering data about the decision teachers are making regarding curriculum and instruction
- Not looking for strengths and weaknesses
- Not looking for areas to reinforce or refine
- Looking for the curricular and instructional decision points being made
- From an accumulation of visits, consider teacher decision points that might be of value
- **The major purpose of walk-throughs is to provide opportunities for teachers' professional growth.**

“Change is difficult because it is riddled with dilemmas, ambivalences, and paradoxes. It combines steps that do not seem to go together: to have a clear vision and be open-minded; to take initiative and empower others; to provide support and pressure; to start small and think big; to expect results and be patient and persistent; to have a plan and be flexible; to use top-down and bottom-up strategies; to experience uncertainty and satisfaction.”

Michael G. Fullan with Suzanne Stiegelbauer